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ABSTRACT

English translations of annotations of 97 Serbo-Croatian documents are presented in this issue. Annotations are grouped under the following topics: history of education, educational research, development of education, school reform, teacher training and teaching staff, schools and institutions, curricula and syllabi, audio-visual aids, motivation, problems in education, management and financing, and legislation. Other issues in ERIC are: ED 043 961, ED 049 995, and ED 051 710. (DJB)

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I. HISTORY OF EDUCATION

1. AKSENTIJEVIĆ, Bora: Na izložbi u Pedagoškom muzeju u Beogradu (The Exibition in the Museum of Education in Belgrade), *Beogradsko školstvo,* Beograd, 1971, No. 9, p. 8.

An exhibition entitled "Schooling and Education in Serbia in the 19th Century" has opened in the Museum of Education in Belgrade. The exhibition designates 5 longer or shorter stages in the development of schooling and education in Serbia. In the first period to 1815 there were few schools, but a licej (general secondary school) existed. The second period, which lasted to 1830 was a period of stagnation. The third period covering the years 1830—1858 witnessed a rapid increase in the number of schools so that at the end of the period there were over 300 schools. A series of regulations on schooling and education were enacted and new schools were founded such as a school for girls, a higher school, junior high schools and gymnasiums, a school of commerce, an agricultural school, an engineering and military school and a general secondary school, (licej)in Kragujevac. The fourth period lasted until 1878 and the fifth from 1878 to 1900. These 2 periods were characterized by a rapid increase of schools of all types, so that by the end of the century there were over 1000 elementary schools with 1940 teachers and 102,408 students, 17 lower schools for general education, 6 girls' schools, 11 gymnasiums and junior high schools, 3 teachers schools, a commercial academy, a secondary theological seminary, 3 schools for artisans, 3 lower agricultural schools, a military academy and a university (velika škola) with 405 students.

2. NEDELJKOVIĆ, Sunčica: Sto trideset sedam godina osnovne škole (One Hundred Thirty Seven Years of Elementary Education), *Prosvetni pregled,* Beograd, 1971, No. 1, p. 9.

In a talk given during the ceremony opening the new building of the elementary school in the village of Preobraženje near Vranje, the history of this school was reviewed. The school was founded in 1833 and at that time was the only school in the former district of Vranje. It was then attended

by students from 15 villages. Around 1852 the townsmen, through voluntary labor, built a school with 1 classroom and living-quarters for the teacher. In the beginning the school accepted only male students and it was not until 1885 that the first girls were enrolled, principally daughters of artisans and tradesmen. Around 1884 a second classroom was opened. Teaching during the First and Second World Wars was in Bulgarian since that area was under Bulgarian occupation. Since the old building had dilapidated a work group was formed to initiate the building of a new school. Building began in 1966 and with the help of funds from the Republican and Municipal Associations of Education, and assistance from several entreprises in Vranje, the new building was opened for use at the end of 1970. Besides classrooms the school has a gym, a modern kitchen and living quarters for the teacher. The schools furnished with modern furniture and teaching facilities.

3. PETKOVIĆ, Đokica: Devet decenija rada i uspeha (Nine Decades of Successful Work), *Prosvetni pregled*, Beograd, 1971, No. 11 p. 4.

"Vladimir Perić Valter", the first economics school in Belgrade, is celebrating its 90th anniversary this year. The school was founded in 1881 as a private commercial school and was opened to the public in 1892 when it became a state commercial school. In 1900 it became the Serbian Kingdom State Commercial Academy. At the beginning the school had only 60 students. Only the best students who had completed 6 grades of Secondary school were accepted. Girls were first admitted in 1900 when enrollment was 150. During the First World War following the collapse of Serbia the school functioned in the French city Esk under the name The Serbian Higher Commercial School. In 1919 the school continued work as the State Commercial Academy. At the beginning of the Second World War classes were held 2 times a week and later only once a week. Classes were again held on a regular basis following the war. In 1947 the school became known as the First State Commercial Academy, 2 years later its name was changed to the First Secondary Economics School, and in 1960 it was given its present name. The school today has 32 classes with 1033 students.

4. ŠIMLEŠA, Pero: Jubilarna 1971. godina — pedagoška godina u SR Hrvatskoj (Centennial 1971 — Education Year in Croatia), *Pedagoški rad*, Zagreb, 1971, No. 1—2, pp. 1—4.

In 1870 a group of the most distinguished educators and teachers in Croatia formed a work group to found an educational society, and in October of that year the statutes were drawn up and accepted on the founding of such a society

under the title "The Croatian Educational-Literary Council". However, the statutes were not approved by the government until September 1871, so that year is considered the year of its founding. This is the first educational society to be founded in territory which now comprises Yugoslavia. Besides engaging in educational work this society worked to develop the consciousness of all educators in harmony with the national and educational programs of the most progressive sector of the Croatian population of that time. The Society was among the organizers of 3 significant general teachers' conventions which were hed in 1871 in Zagreb, 1874 in Petrinja and 1878 in Osijek. It then organized the Federation of Croatian Teachers' Societies in 1885, helped initiate the building of the Croatian Teacher's Center in Zagreb, and initiated the founding of a teachers' cooperative, the Croatian School Museum, the Central Education Library, the Teachers' Reading Room and the Educational Archives. After the Second World War teachers and other educators were unionized so the Educational-Literary Council restricted its work to professional educational tasks. Today it is an independent eduactional society of Croatia and a member of the Federation of Educational Societies of Yugoslavia.

II. EDUCATION RESEARCH

5. ŠANOVIĆ, Svetozar and Lekić, Đorđe: *Rezultati ispitivanja nivoa obrazovanosti učenika na kraju školovanja* (The Results of Research on the Level of Education of Students upon Completion of Schooling), Priština, Filozofski fakultet, 1970, 86 p.

   This research was carried out in the Socialist Region of Kosovo of the Socialist Republic of Serbia. It was hoped to use the results of the research as a basis for in-depth research of this educational problem, and as a basis for suggestions on how to improve teaching and raise the level of learning. A description of work procedure, an analysis of results obtained and conclusions are given in the book. The results showed that the students were weakest in the natural sciences, that the students from city schools did better than the students from village schools, and that the influence of the education of parents on the level of learning of their children was evident in all areas of education. There were apparent weaknesses of teachers in carrying out certain educational tasks. It was found that the students always underscored where logical conclusions were sought in the solution of problems and the application of knowledge to actual situations.

6. KONDARKO, Blagoj and Stojanovski, Zoran: Rezultati od eksperimentot so petdnevna rabotna nadela vo osnovnite i srednite

učilišta (Results of Experiments with the 5-Day School Week in Elementary and Secondary Schools), *Prosvetno delo,* Skopje, 1970, No. 9—10, pp. 546-566.

In the Socialist Republic of Macedonia expermientation with the 5-day school week was carried out in 20 elementary and secondary schools during the second semester of the 1969—1970 school year. This experiment showed that the 5-day school week was accepted by most students, teachers and parents as reflecting contemporary needs. On the other hand, the 5-day school week signifies greater obligation on the part of those working in the field of education, and for the society as a whole. Student achievement in the expermiental schools was comparable to achievement in previous school years with only normal oscillations. The shift naturally effects changes in the length of each class and the school day.

7. R. J.: Osnovana sekcija za sociologiju obrazovanja (A Sociology of Education Section has been Founded), *Prosvetni pregled,* Beograd, 1971, No. 9.

The Yugoslav Sociological Association has founded a sociology of education section which will operate within its framework. The initiative was taken at the 5th Professional Conference of the Association which was held in Dubrovnik. Among the reasons for its founding are the many problems which lie outside the realm of any existing scientific branch. It is significant in that the crisis in education is simultaneously the crisis of the educational science. Educational theory is not only out of line with contemporary trends, it is also unable to deal with the fundamental problems in the socio-economic function of education or with other problems due to its relatively limited scope of investigation, although recently some positive steps have been taken. At the meeting it was pointed out that sociology of education is a relatively independent branch of sociology which is quite developed in certain countries but due to the specific conditions in Yugoslavia foreign theoretical models cannot be adopted. The various discussions and reports at the conference considered education to be the nucleus of the transformation of the Yugoslav society.

8. VUČIĆ, Lidija: *Razvijanje shvatanja socijalnih odnosa kod učenika* (Progress in the Comprehension of the Social Relations of Students), Beograd, Zavod za izdavanje udžbenika SR Srbije, 1970, 96 p.

In this book research carried out in a Belgrade elementary school for a doctoral dissertation is analyzed. The basic goal of this research was to determine the extent to which systematic exercises in the analysis of maxims about motives of

human behavior, the relations of humans to their work, interpersonal relations and characteristic human features could be transferred to influence the ability to establish one's social bearing. Also studied was whether the transfer of exercises in maximum analysis (if its existence is established) is greater for those who have more or those who have less ability for social orientation. The third problem analyzed was the ability to transfer exercises in maxim analysis to social orientation in relation to sex. Is transfer greater with males or with females?

III. DEVELOPMENT OF EDUCATION

9. ČORDAŠIČ, Milan: Veća orijentacija na istraživački rad (A Greater Research Orientation), *Prosvetni pregled,* Beograd, 1971, No. 1, p. 7.

Among the most important tasks set forth in the Work Program for the Belgrade Educational Institute as proposed by the principals of Belgrade schools at their meeting held at the end of 1970 are the following: 1) to stimulate innovation and modernization of work in educational institutions; 2) to develop vocational guidance of students; 3) to study the network and structure of existing schools and establish new schools, departments and classes; 4) to carry out research in the field of education; 5) to work on the further vocational, pedagogic and methods training of teachers; 6) to work on publishing activities. Principally elaborated in the article is the forthcoming research work of the Educational Institute. A study is to be carried out on the development of education to the year 2000, and considerably greater attention is to be paid to the causes of grade repetition. Research is to be carried out in schools which provide all-day care so that its organization can be improved, and the search will continue for new and better forms of further teacher training.

10. J. K.: Seminar za ravnatelje osnovnih šol v Radencih (Seminar for Elementary School Principals), *Prosvetni delavec,* Ljubljana, 1971, No. 5.

A 5-day seminar for elementary school principals was held in Radenci from 15 to 19 February. It was organized by the Educational Institute of Slovenia to familiarize educators with contemporary research and changes in educational theory and practice, and thus assist them in providing better school administration. The seminar was attended by 80 principals of schools in Prekomurje and northeast Slovenia. Discussed at the seminar were new forms and methods of school administration, the function of teachers' councils, the present state and future course of the elementary schools,

grading students, dropping out (which is most frequently the consequence of grade repetition), and internal and external factors influencing the achievements of students. One day was devoted to the use of modern teaching aids, work with responders, and new forms of programmed teaching. The final day was spent discussing various aspects of educational work, and providing information on subjects such as how to modernize the teaching of mathematics in elementary school.

11. PAVLOV, Mihailo: Celodnevna osnovna škola (Full-Day Elementary School), *Beogradsko školstvo,* Beograd, 1971, No. 12, p. 7.

This article is based on experiences with full-day schooling, especially in the USSR, Sweden, the Federal Republic of Germany and Czechoslovakia, and on beginning experiences in several Belgrade schools. Full-day schooling is presented as a new form of education which will inevitably require considerable financial investment, close cooperation among schools, parents and the community, and a completely, new internal organization of work. The author uses the experiences in Belgrade schools to show the necessity of gradually, systematically and thoroughly studying and permanently solving all problems involved in full-day schooling. He warns that an immediate shift in this field might be detrimental and discredit this modern form of elementary school education.

12. PETROVIĆ, R.: Dva semestralna raspusta (Two Semester Breaks), *Prosvetni pregled,* Beograd, 1971, No. 11.

Preparations for transition to the 5-day school week are underway in all schools in the Belgrade area. Classes will not be held Saturday or Sunday according to the proposal of the Educational Institute of Belgrade, but one Saturday per month will be set aside as a day of culture and physical education. The school calendar will also be changed: instead of the present 3-week winter break there will be 2 shorter semester breaks. One will be at the end of November at the same time as the Day of the Republic and will last 7 to 9 days including the holiday and Saturday and sunday. The other will be set for the last week in February and will last 12 days including Saturday and Sundays. The school year will begin on 1 September and will end on 25 June. In this way the school year will actually be divided into trimesters and will contain a total of 207 school days. If field trips and other will be set for the last week in February and will last of actual school. Changes in republic regulations will be suggested to accomodate the new school calendar and the experimental introduction of the new proposals in the Belgrade schools.

13. Politika obrazovanja u Srbiji u 1971. godini (Educational Policy in Serbia in 1971), *Naša stručna škola*, Beograd, 1971, No. 2, p. 5.

Among basic goals and tasks of the Resolution on the Foundations of the Policy on Socio-Economic Development in the Socialist Republic of Serbia for 1971 is the transformation of the system of education to provide a more complete synchronization of the education of needed personnel with the requirements of contemporary technical, technological and social development. Priority is given to: qualitative change through reform in higher education; improving the work conditions in the schools for skilled workers; and more complete provision of elementary education to children it the less developed regions. The necessary measures should be adapted in the 1971—1972 school year. One of the fundamental preconditions for rapidly adjusting the educational processes to contemporary requirements, to which particular attention should be paid in 1971, is the modernization of education.

14. POSAVČEVIĆ, Antun: Produženi boravak u školama Nove Gradiške (All-Day Care in the Schools of Nova Gradiška), *Školske novine*, Zagreb, 1971, No. 11.

During the 1970—1971 school year child care services will be expanded in the schools of Nova Gradiška. Financing will be provided by the Fund for Direct Child Support which subsidizes a food program for poorer children. The Municipal Association of Education will cover salary expenses. At a recent joint meeting of the Workin Group of Elementary School Principals of the commune of Nova Gradiška with the Management of the Fund for Direct Child Support the work and expansion of child care services was considered. It was concluded that this service greatly contributes to the education of the students, and it should be expanded as much as conditions (especially space) allow, not only in the city schools but in all schools in the commune.

15. SIMIĆ, M.: Modernizacija obrazovanja u centru pažnje (Modernization of Education is at the Center of Attention), *Naša stručna škola*, Beograd, 1971, No. 3, p. 4.

A 2-day symposium was organized in Novi Sad to evaluate the readiness in Vojvodina to carry out the transitions required by the Resolution of the Federal Assembly on the Development of Education on a Self-Management Basis. Attention was focused on permanent education and methods of modernizing the educational process. Symposium participants agreed that modernization of the educational process not only consists of modernizing curricula and means of teaching. Of even greater importance is the modernization of staff, system of administration, and facilities. It is therefore understand-

able that the tempo of carrying out modernization cannot be the same in all environments. It was pointed out that Vojvodina has certain advantages over other areas of Yugoslavia (a large number of children are attending preschool institutions, a maximum number of children are in 8-year elementary schools, etc.) which are undoubtably favorable pre-conditions for carrying out the transitions required.

16. TOPOLAC, Rosvita: Značajan doprinos usavršavanju nastave (A Significat Contribution to the Improvement of Institution), *Prosvetni pregled*, Beograd, 1971, No. 1, p. 7.

At the end of 1965 the Educational Council of the City of Belgrade passed a resolution on the further improvement of educational activity in the schools. Among improvements proposed was the founding of a center for further teacher training. By the end of 1968, centers had been founded for biology, chemistry, philosophy, physics, French, Russian, Serbo-Croatian, English, mathematics, physical education, home economics and history, and centers were also formed for educators and teachers of schools for the handicapped. The article outlines the work of the Center for the Further Training of Physics Teachers during the period from 1 March 1969 to 15 February 1970 when 35 teachers from schools in the Belgrade area took a course in physics. The course consisted of the following several lecture series: a series of lectures on the science of education, one on general physics covering the laws of mechanics, physics, energy and wave movement; a series on carrying out calculations, one on nuclear physics based on quantum theory, and one on technical training in which the participants did practical work of the University School of Natural Sciences and Mathematics. As written work participants had to prepare 2 or 3 lessons of 7th or 8th grade level. At the end of the course an exhibition of work done by the participants was organized.

17. VUKIĆEVIĆ, Dragi: U Ražnju formirani centri za srpskohrvatski jezk i matematiku (Centres for Serbo-Croatian and Mathematics in Ražanj), *Prosvetni pregled*, Beograd, 1971, No. 7.

At the end of last year the advisors on grade teaching from Kruševac met with grade teachers from the elementary schools in Ražanj, Vitoševac and Novi Bračin to reach a decision on the formation of centers for teaching Serbo-Croatian and mathematics in the lower grades of elementary schools. It was decided that these centers will function through the elementary school in Ražanj. The directors of these centers were then selected and the course work planned up to the end of the year.

IV. SCHOOL REFORM

18. BEZDANOV, Stevan: Obrazovanje iz radnog odnosa — osnov naše obrazovne politike (Education while on the Job — the Basis of Yugoslav Educational Policy), *Naša stručna škola,* Beograd, 1971, No. 2, pp. 1—2.

In pointing out the significance of the Federal Assembly's Resolution on the Development of Education on a Self-Management Basis the author states that its strength is the concept of permanent education which is aimed at reducing the barriers between school and non-school education, breaking the monopoly of the schools on man's education and removing obstacles between the individual types and stages of education. Certainly the general goal in the further development of the educational system should be its transformation into a permanent system of education. This would remove the gaps between the periods of study, work and retirement in man's life and create a steady line of development throughout the entire span of his working years and life. Man's continuous advancement of his knowledge and abilities would make learning one of the decisive modes in contemporary life. In the coming stage of our development we ourselves must destroy the myth of the singular and irreplaceable value of regular school education and place more emphasis on education along with work — especially part time education while holding a job. This will require several basic actions in the further development of education in Yugoslavia.

19. JUHAS, Mihajlo: Korak napred u sprovođenju Rezolucije (A step Towards Fulfillment of the Resolution), *Naša stručna škola,* Beograd, 1971, No. 2, p. 5.

The article outlines the steps taken towards fulfillment of the Resolution on the Development of Education on a Self--Management Basis passed by the Federal Assembly in 1970. The data shows that most requirements of the Resolution are now being met. The Resolution has enlivened the activity of the educational institutions and has contributed to strengthening the interest of the public in the work and results in this field. The number of educational institutions and the number of students are both increasing. Basic improvements in the school system and the educational process include the following: the integration or more efficient use of school buildings, equipment and staff; the development of various forms of education to raise educational standards; the modernization of educational programs; the strengthening of advisory and psychological services; the orientation of educational of technology towards increased participation of students; and the shift to the 5-day school week. In 1970 the

schools showed increased interest in innovation, especially in educational technology.

20. M. S.: Petodnevna nastavna nedelja u Vojvodini (The 5-Day School Week in Vojvodina), *Naša stručna škola*, Beograd, 1971, No. 2, p. 6.

The process of shifting to the 5-day school week in Vojvodina began in the 1967—1968 school year. First test shifts were carried out in several schools within the district of the Office of Education in Subotica. Today, all elementary schools in this district are on the 5-day school week. Preparations for introducing the 5-day school week have also been carried out in other municipalities, so that now 100 elementary schools and 10 secondary schools in Vojvodina work 5 days a week, and another 40 elementary schools and 5 secondary schools are in the transitional stage. Numerous difficulties have been encountered in this transition, especially in the secondary schools. Difficulties arise in adapting syllabi and curricula, in providing necessary school space, and in the need to change the length of the school year.

V. TEACHER TRAINING AND TEACHING STAFF

21. BOŠNJAK, Tane: Rad na stručnom usavršavanju nastavnika (The Further Professional Training of Teacher), *Život i škola*, Osijek, 1971, No. 1—2, pp. 96—100.

The bulk of work in further teacher training by the Institute for the Advancement of Elementary Education of Osijek is carried out through seminars and symposiums. In addition to the seminars held during the winter vocation, seminars were held during the second semester of the 1970—1971 school year. Topics of these seminars included: the lengthening of child care services in the schools; preschool music instruction; the teaching of music in the classroom; work and technical instruction in preschool institutions; drills and repetition of material; the teaching of Serbo-Croatian in the schools for the handicapped; and the teaching of traffic safety and physical education. Symposiums were held about history and geography textbooks, supplementary teaching, the application of experimental teaching, work in combined classes, the use of television, the educational function of homework, and traffic safety instruction. All seminars and symposiums were attended by 1383 teachers from the regions of Slavonija and Baranja.

22. CVIJOVIĆ, Vladeta: Stručni ispiti i usavršavanje nastavnika (Professional Examinations and Further Teacher Training), *Prosvjetni rad*, Titograd, 1971, No. 6, p. 1.

This article contains the author's opinions on the recent debate of the Educational Council of Montenegro in which very differing viewpoints were expressed on the subject of professional testing of teaching personnel. The regulations of this question in the individual republics are also reviewed. Serbia has very strict requirements for passing professional examinations, while in Macedonia these examinations have been abolished and replaced by a broadly outlined system of further professional training. The author reports on the various attitudes taken at the Council meeting by various groups of council members. Some supported the view of the Republican Secretariat for Education, Culture and Science and the Republican Institute for the Advancement of Education that no significant changes should be made in the present contents of professional examinations and that this testing should be adopted within a detailed system of permanent further professional teacher training. Others felt that the present system should be retained, while still others felt that testing should be considerably broadened to contain new contents similar to the system in Serbia. The opinion of the author is that the problem is not so much one of professional testing, but is one of establishing a solid system of further professional training of educational personnel which would satisfy the requirements placed upon contemporary education.

23. Izveštaj o stručnom usavršavanju nastavnika u 1970. godini (Report on the Further Professional Training of Teachers in 1970), *Beogradsko školstvo*, Beograd, 1971, No. 11, p. 5.

According to the report of the Educational Institute of Belgrade, more teachers participated in further profesional training programs in 1970 than ever before. The greatest number of teachers were involved in part-time students to obtain medium or highest qualifications. Necessary qualifications were also obtained through working groups. The Institute covered school expenses of those in their final year of higher educational preparation. Efforts were made to attract the most talented elementary and secondary school teachers to undertake post graduate study. A special form of advanced teacher training was available in the teaching methods centers which enrolled 700 teachers in 1970. Curricula of all centers include: further professional, counselling and psychology training, and further political and cultural preparation. All educators who complete the one-year course in a teaching methods center take a study trip abroad during the winter vacation. Within the scope of further teacher training lectures on current topics were organized.

24. KLIMENT, Antun: Seminar iz mehanografije za nastavnike opće srednje škole (A Seminar on Office Machines for Teachers of

General Secondary Schools), *Školske novine*, Zagreb, 1971, No. 1—2.

In conjunction with the "Interbiro" exhibition at the Zagreb Fair, the Business School of Zagreb organized a seminar on office machines for teachers of general secondary schools which have economics, law or business orientations. The seminar lasted 3 days and was attended by 25 teachers. Seminar participants were given a theoretical and practical introduction to the latest achievements in text elaboration, and with the cooperation of IBM's office in Zagreb and "Adria" of Belgrade they were acquainted with the most modern typewriters, dictaphones, computers, copy machines and program printing machines. At the end of the seminar discussion was held on how to furnish an office machine classroom of a general secondary school. The desire was expressed that the seminar be held regularly as part of the "Interbiro" exibition.

25. M., G.: Savjetovanje o stranim jezicima (Symposium on Foreign Languages), *Školske novine*, Zagreb, 1971, No. 4, p. 16.

The Institute for the Advancement of Elementary Education in Rijeka and the Institute for the Advancement of Elementary Education in Croatia located in Zagreb organized a one-day symposium for foreign language teachers in the Rijeka region. The symposium included a lecture on work with audio-visual aids in specially equipped classrooms, and a lecture about the new curriculum and syllabus for foreign languages. Discussion on several questions followed. One question discussed was the work-book for German instruction and it was proposed that an invitation be extended for applications to prepare the work book.

26. PALJIĆ-GAJIĆ, Mirjana: Sadržaj i oblici rada razrednog starešine (Contents and Forms of Work of the Home-room Teacher), *Prosvetni pregled*, Beograd, 1971, No. 11, p. 7.

The task of home-room teachers in developing and constructively orienting students is very complex and a very responsible duty because they are the ones who must instill social values in the schools. The home-room teacher must be well versed in educational theory. He must be a skilled teacher, an exceptional psychologist and a man who knows how to successfully carry out his function. The work of the home-room teacher is in the following areas: 1) work with students including organization of field tips, individual contact and participation in work groups and other activities; 2) cooperation with teachers including sitting in on classes, participation in sessions of the professional bodies of the school, cooperation with other home-room teachers of the same

grade, etc.; 3) cooperation with parents including individual and group contact with parents, attending parent-student hostels, correspondence, surveys, etc.; 4) cooperation with other professional workers including school advisors, social workers, psychologists and the school doctor; 5) cooperation with professional services and institutions including institutes for vocational guidance, pioneer (children's) and youth centers, centers for social work, libraries, other culture oriented institutions, sports and tourist organizations, etc.

27. P. R.: Novi sistem obrazovanja nastavnika (A New System of Teacher Training), *Prosvetni pregled*, Beograd, 1971, No. 1, p. 2.

The 28 December 1970 session of the Educational Council of Serbia was devoted to discussion of the system of teacher training, the state and problems of educating students for the teaching profession, educational needs in defectology, and the pressing need for a law on further professional teacher training. According to the system being proposed, future training of elementary school grade teachers is to be carried out in teachers' academies, while the education of elementary and secondary school subject teachers is to be organized in institutions of higher education. It is also planned that the education of teachers for work in classes for the handicapped will be at the university level. Further professional teacher training will be the obligation of higher educational level teachers' schools. It has been requested that further professional teacher training be regulated by law. The new system of teacher training should be a considerable improvement because it should raise the level of education of the majority of teachers and thereby bring about greater respect for the teaching profession in society. To attract a greater number of young people to the teaching profession it is also necessary to raise teachers' salaries.

28. P. R.: Seminar za prosvetne radnike (Seminar for Educators), *Prosvetni pregled*, Beograd, 1971, No. 4, p. 1.

On 25 and 26 January a seminar was held in Belgrade which was jointly organized by the Republican Labor Union of Workers in Social Activities of Serbia and the Commission of the Central Committee of the Communist Party of Serbia for Socio-Political and Ideological Questions in Education, Science and Culture. About 400 educators working in Serbia attended. Distinguished political figures and representatives of public and cultural life spoke on the following topics: 1) Economic movements over the past year, basic economic policy for 1971 and basic cultural development in Serbia in the next 5-year plan; 2) Reform of the political system; 3) Development of educaton in Serbia in the coming period; 4) Activation of the Federal Assembly's Resolution on the De-

velopment of Education on a Self-Management Basis. Seminar participant showed great interest in the socio-economic and educational development of Serbia by directing a vast number of questions to the speakers in the discussion that followed.

29. Program stručnog i metodskog usavršavanja nastavnika (The Program for the Further Professional and Methods Traninig of Teachers), *Beogradsko školstvo*, Beograd, 1971, No. 11, p. 4.

As outlined by the Educational Institute of Belgrade, the program for further professional and methodos training for 1971 will contain the following features: part-time study for teachers who wish to acquire optimal teaching qualifications; post graduate study and specialization in teaching; preparation of teachers for professional examinations; organization of modern teaching aids, especially films and television; the further professional training of administrators for the various types of schools and other educational institutions through working groups; the exchange of experts, and the organization of study trips abroad for educators; the founding of a center for qualifying teachers and administrators in the use of modern teaching aids, especially films and television; the further ideological and political training of teachers in cooperation with the socio-political organizations of the city; the organization of seminars on current problems in education in Yugoslavia and abroad, and on innovations in educational technology; instruction in a foreign language.

30. RAJIĆ, Vlado: Sto sati programirane nastave (One hundred Hours of Programmed Teaching), *Školske novine*, Zagreb, 1971, No. 6, p. 9.

A 6-day seminar titled "Elements of Programmed Teaching in Elementary Schools" has been held in Primošten for teachers of experimental and other outstanding elementary schools. Lecture topics included: "What are the Elements of Programmed Teaching and Programmed Learning"?, "Goals of Teaching and Learning", "Some Problems in Obtaining Feed-Back in Elementary Schools", "Visualization of Programming Materials". For practical work seminar participants were divided into work groups according to teaching subject. Separate groups were formed for school advisors and teachers in schools for the handicapped. The school advisors worked on the especially interesting problem of programming various educational activities.

31. RAŠIĆ, Nada: Seminar za nastavnike engleskog jezika (Seminar for English Teachers), *Školske novine*, Zagreb, 1971, No. 7, p. 7.

A seminar for English teachers was organized in January in Split by the Institute for the Advancement of Elementary

Education in cooperation with the British Council and the American Center for Culture and Information. To best carry out the program of the seminar, teachers were divided into 3 groups. The program covered the various areas of teaching English: methods, reading, classroom work, grammar, etc. The various themes were very interesting because they dealt with the every-day problems encountered by the teachers. Much was said about introducing TV in the schools. A class from the "Slim John" television series was shown and was followed by discussion. The seminar was attended by 45 teachers from several municipalities in the Split region.

VI. SCHOOLS AND INSTITUTIONS

32. JOVIČIĆ, Ratko: Decenija teškoća i uspeha (A Decade of Difficulties and Success), *Prosvetni pregled*, Beograd, 1971, No. 4, p. 2.

The Institute for Vocational Education of Serbia was founded in December 1960 for the purpose of studying the problems involved in the development of vocational education. These problems include: revision and modernization of the system of vocational education to increase its efficiency, and rationalization of the network of educational institutions. Special attention was given to the curricula and syllabi of institutes which carry out the education of the professional staff, and to the qualification and further training of teaching personnel for these institutions. To this purpose the Institute organized more than 20 seminars for professional, methods, adult education and psychological qualification of teachers. During its 10 years of activity the Institute has been confronted with a number of objective and subjective difficulties which the author describes in detail and discusses the possibility of their elimination.

VI. 2. ELEMENTARY EDUCATION

33. ALAPIĆ, Milivoj: Osnovno školstvo u prvom planu (Elementary Education in the Spotlight), *Školske novine*, Zagreb, 1971, No. 9.

The Municipal Association for the Financing of Elementary Education in Sisak has once again pointed out the series of unsolved problems in this area. In regard to the development program for elementary education, i.e. the school centers planned in the new school network, it has requested that the plan for financing elementary education be discussed one more time. It has also proposed that each school center present data on the construction of facilities to be used in norfal work in the coming period. Acommittee has been formed to use this data in drawing up suggestions on elementary education which will be presented to the Association.

34. BOŠNJAK, Tane: Savjetovanje o saobraćajnom odgoju (Symposium on Traffic Safety Instruction), *Školske novine,* Zagreb, 1971, No. 1—2, p. 15.

The Institute for the Advancement of Elementary Education in Osijek has organized a symposium on conducting traffic safety instruction in the elementary schools of Slavonija and Baranja. Several reports were given and an exhibition on trafic and traffic accidents was held. A visit was organized to the Auto-moto Association of Osijek. The symposium was attended by principals and advisors of elementary schools, teachers who conduct traffic safety instruction and representatives of public safety stations in Slavonija and Baranja. There were a total of 250 participants.

35. CONIĆ, Dragoljub: Učenici u Mirijevu dobili novu školu (A New School for Students in Mirijevo), *Prosvetni pregled,* Beograd, 1971, No. 11, p. 9.

Schooling began in Mirijevo, (a small village near Belgrade) for the first time on 1 September 1851 when classes were held for 30 students in an old building. In the 1854—1855 school year the school became a 4 grade elementary school. In 1901, residents of Mirijevo raised a building especially for the needs of the school which contained 2 class-rooms and living quarters for the teacher. A new ground-level addition with 2 classrooms was built in 1927 since the number of students had increased at that time to 100—120. The school started adding upper grades in the 1952—1953 school year. Due to the rapidly growing number of townsmen and students it was necessary to relocate the teachers from their living quarters in the school and these were then converted into classrooms in 1961. However, space was still insufficient since the number of students had expanded to 700. There were not even minimal work conditions so it was decided to build a new school. The new building is one of the most modern not only in Mirijevo but in all of Belgrade. The school has 16 classrooms with the most modern furnishings, 5 laboratories, 3 rooms for polytechnical education, a room for preschool children, a kitchen and a library with a reading room. Each classroom is hooked up to the public address system installed in the school. A gymnasium and playgrounds are still being completed.

36. RADULOVIĆ, Nedeljko: Stipendije za osnovce (A Stipend for Elementary School Students), *Prosvetni pregled,* Beograd, 1971, No. 7.

Several years ago the Municipal Assembly of Vrnjačka Banja decided to provide monthly financial assistance to children from the mountain regions of Stanišinci and Goč who

had completed 4 gardes of schooling so that they could continue their education. The aim of the decision was to increase the coverage of elementary schooling by including children previously kept at home by their parents after 4 grades of schooling since they lived more than 20 km from Vrnjačka Banja or other school sites and were thus not obligated by law to attend. The amount of financial assistance provided is 180 dinars per student.

37. RATKOVIĆ, Branko: Mogućnosti utjecaja produženog boravka na uspjeh učenika (The Influence of All-Day Care on Student Success), *Život i škola,* Osijek, 1971, No. 1—2, pp. 12—17.

At the meeting of the working group of all-day care leaders in elementary schools, which was held in October 1970 in Osijek, it was concluded that: 1) It is necessary for all-day care leaders to cooperate with teachers and grade advisors in exchanging experiences and other professional observations which might increase knowledge of the psychological and physical traits of the students, their work habits and weaknesses so that joint action might be taken to eliminate their shortcomings and more quickly develop their strong points; 2) In the learning process an established system and order of work is necessary, and students in all-day care are in a better position than others to receive this; 3) Greater facilities are needed to cater to student interests in music, technical training, art, physical education and leisure time games; 4) Diligency, accuracy and conscientiousness should be applied in carrying out tasks and negligence should not be permitted. Relations between students are equally as important as the total work atmosphere.

38. RUDIĆ, Josip: Osnovna škola "Žarko Zrenjanin" u Novom Sadu — dobitnik nagrade 25. maj za 1970. godinu ("Žarko Zrenjanin" Elementary School in Novi Sad is recipient of the 25th of May Award in 1970), *Pedagoška stvarnost,* Novi Sad, 1971, No. 1, pp. 14—18.

Throughout the 20 years of its existence "Žarko Zrenjanin" Elementary School in Novi Sad has given great attention to educational results in organizing its work. Thus the percentage of those who pass to the next grade has never fallen below 91%, and average grades have fluctuated batween 3.75 and 4.17 (out of 5) which means that 60% of the students have very good or excellent marks. Efforts are made to ensure quality teaching from the teachers by the assistance of the special school organizations: the Teachers' Council, the class councils and professional working groups. Another contribution to better teaching has been the cooperation with methods experts of the Higher School of Education and later of the School of Natural Sciences and Mathematics of the

University of Novi Sad. This cooperation and mentoring by individual teachers has enabled the school to keep pace with the latest developments in teaching theory and practice. Attention is also given to the teaching of aestetics, social morals, health and traffic safety. Education is also obtained through work in science groups, leisure activity, and work of the class advisors and student organizations.

39. SUBOTIĆ, Mladen: Učenička izdavačka djelatnost u okviru škole (Student Publishing Activity in the Schools), *Život i škola,* Osijek, 1970, No. 1—2, pp. 18—27.

This article analyzes publishing activity in the schools in the regions of Slavonija and Baranja in Croatia. The schools in these regions turn out a total of 90 student publications of which 42 are purely literary, 5 provide news and information, and 43 provide a combination of literature and news. Of the 90 publications 27 are the exclusive work of student members of literary groups, 3 are edited only by teachers, and 60 have both students and teachers on their editorial boards. The teachers serve principally as advisors. The contents, composition and appearance of the majority of school publications fulfill and satisfactorily influence educational goals. They provide an affirmation of student creativity in literature and art, they provide information on student activites, they provide experience in publishing, and they develop the ability to critically review one's own work and the work of others when making selections for the individual sections of the publications.

40. Škola posvećena žrtvama fašističkog terora (A School Dedicated to the Victims of Fascist Terror), *Školske novine,* Zagreb, 1971, No. 1—2.

Recently in Jasenovac, in a solemn ceremony attended by the highest officials, a new elementary school was opened. The school was built with the assistance of the republican fund of the Socialist Republic of Croatia, the municipality of Novska and citizen contributions, and was dedicated to the memory of the victims of Fascist terror. This completes the monument area on the grounds of the former infamous Ustaša concentration camp. At the same time it solves the problem of school space. The new school has 8 classrooms, the necessary laboratory space, a gym, several playgrounds and the related facilities. It is already attended by 1000 students.

41. VIŠOŠEVIĆ, B.: Što sve zanima roditelje (The Increasing Interest of Parents), *Školske novine,* Zagreb, 1971, No. 10, p. 11.

"I. G. Kovačić" experimental elementary School in Borovo actively develops cooperation with parents. It regularly holds

parents' meetings. individual conferences and meetings for parents of students with poor grades. At the parents' meeting for the whole school the following topics were discussed: 1) the experimental status of the school; 2) results of the evaluation of work of the elementary schools; 3) free Saturdays; 4) all-day care; 5) remodeling of the school building. During its 10-year expermiental status the school undertook numerous test programs which have now been introduced in many other schools. In cooperation with the republican Institute for the Advancement of Elementary Education this school has applied and worked out a series of objective improvements. It has developed 5-minute testing, the use of teacher's bulletins, logical reading, 1-minute reading etc., and has applied programmed and semi-programmed materials in modernizating and intensifying the educational process.

VI. 3a. Gymnasium

42. ĐURANOVIĆ, Mirko: Mjesto gimnazije u strukturi škola drugog stupnja (The Gymnasium in the Secondary School Structure), *Prosvjetni rad,* Titograd, 1971, No. 6, p. 9 .

In the guidelines on the development of the system of education in Yugoslavia as well as in the Resolution on the Development of Education on a Self-Management Basis the need is shown for reform of the entire educational system and the tightening of relations between all existing types of secondary schools. However, a proposal for the organization of 2-phase secondary schools with the first 2-year preparatory phase being similar to the present system and with the students orienting their studies according to their inclinations during the final 2-year phase encountered very mixed reactions when introduced to the public. Surveys carried out in almost all republics, especially the survey organized by the Association of Gymnasiums of Serbia, showed that the proposals was clearly rejected. Of the 2349 teachers surveyed by the Association's survey only 289 favored the 2-phase gymnasium while 2060 favored a general education gymnasium. Of 8388 students surveyed 6706 preferred the general type gymnasium. There was almost unanimous preference that the gymnasium remain a single-phase 4-year school, with a side comment that certain changes in the curricula be made to better satisfy the requirements on contemporary education.

43. TRAVANČIĆ, F.: 85% odličnih i vrlo dobrih (85% Have Excellent or Very Good Marks), *Beogradsko školstvo,* Beograd, 1971, No. 10, p. 8.

Besides the number of republican, federal and intermunicipal awards won last year in student mathematics and physics

contests by its students, the mathematics gymnasium received the award of the Yugoslav Youth Alliance publication "Mladost" as the best school last year and several of its students received "20th of October" awards. The grade point average in this school was 4.19, with 41% of the students averaging excellent and 44% averaging very good. The rest of the students are also capable. Only 1 of 200 students had to retake the end of the year examination and he passed it the second time. This experimental school has already been in operation for 7 years. It accepts students who pass an entrance examination in mathematics and physics after finshing their first year at a regular gymnasium. Schooling lasts 3 years, and upon completion the students usually enroll in a university school of natural science and mathematics or a school of engineering.

VI. 3b. Vocational Schools

44. BOGDANOVIĆ, Nedeljko: Dualizam u srednjem obrazovanju (Dualism in Secondary Education), *Prosvetni pregled,* Beograd, 1971, No. 11, p. 1.

In discussion during the 3rd annual convention of the Association of Vocational Schools of the Metals Trade of Serbia it was stated that the administrative equalization of schools for young workers with schools which prepare their students for more intellectual works is in itself not sufficient if there are no simultaneous revisions of cirrcicula and syllabi in the vocational schools, if teacher qualification requirements are not raised and if student enrollment in the future continues to be carried out on the basis of social origin and financial situation of the family. Great efforts have been made to eliminate dualism in the vocational schools and much has been accomplished, especially since the enactment of the Resolution on the Development of the System of Education on a Self-Management Basis, but much still remains to be done. The Convention passed several proposals on changes which should be introduced into the Law on Secondary Education so that students of the schools for skilled workers could be brought equal with their counterparts at the other secondary schools. Among proposed changes were: 1) the class load should be reduced to 32 hours a week in the vocational schools to allow students more time for leisure activity in the schools; 2) the republican bodies should prescribe teaching contents only for general educational subjects; the schools themselves should prescribe the contents of vocational subjects; 3) the schools and school centers should be allowed to determine when the school year is to begin and end; 4) possibilities for more specialized education should be considered so that those who had to discontinue secondary schooling

might have a better change of obtaining work in production. These changes would require various revisions of the curricula and syllabi.

45. KARAČIĆ, Tihomir: O reviziji nastavnih programa i sistema finansiranja (Revisions in the Curricula and the System of Finance), *Prosvjetni list*, Sarajevo, 1970, No. 368, p. 2.

The Association of Technical Schools and School Centers of Bosnia and Hercegovina has held a symposium for representatives of technical schools and school centers, associations of elementary education, educational services, the Institute for Textbook Publication and other — on current question in the life and work of these institutions. Among items considered were: 1) the concept, contents and importance of the evaluation of the work of the technical schools and centers; 2) requirements for teachers in regard to school qualification, teaching experience and advisory-psychological education and further training; 3) revision of curricula and syllabi to fit the 35 hours per school week teacher work load using the experience of schools already working under this concept; 4) the possibility of introducing the 5-day school week in the technical schools and centers of Bosnia and Hercegovina; 5) the current questions of finance, further professional teacher traning, excursions, etc.

46. VRDOLJAK, J.: Na putu osavremenjavanja nastave (Enroute to Modernized Teaching), *Prosvjetni list*, Sarajevo, 1971, No. 373.

The author writes about the unsatisfactory work conditions of the Trade and Catering School Center in Doboj and the measures underway for their improvement. At the beginning of the school year the Center and community representatives began a drive to construct a new, modern school building. According to the plans the new building will have 8 classrooms, 3 laboratories, a room for teaching staff, a gym, a store, catering facilities and other necessary space covering a total area of 1700 m^2. This will enable the modernization of teaching and will create conditions for accreditation of the following schools of the Center: a school for highly skilled catering workers with orientations for waiters, cooks and hotel pastry cooks; a school for employees in tourism and a school for display arrangers. The quality of work of these schools will be considerably improved, and this will enable a much greater enrollment of students who have completed elementary school.

VI. 4. Higher Education

47. JOVANOVIĆ, Momir: Uloga i mesto vannastavnog osoblja u radu univerziteta (The Place and Role of Non-Teaching Personnel in the University), *Univerzitet danas*, Beograd, 1970, No. 9—10, pp. 111—120.

Non-teaching personnel of the university, who include administrators, librarians, laboratory assistants, and technicians, carry out a large number of tasks which are a component part of university work. The modernly organized university requires a certain ratio of teaching to non-teaching personnel. This ratio is unsatisfactory at the University of Belgrade due to the lack of non-teaching personnel. There are a total of 2775 on the teaching staff while there are 134 librarians and 591 laboratory assistans, or librarian for every 21 on the teaching staff, and 1 laboratory assistant for every 4 on the teaching staff. The article contains tables on teaching and non-teaching personnel as of 1 May 1970 for every school of the University of Belgrade.

48. NIKOLIĆ, M.: Za odlučnije ostvarivanje visokoškolske reforme (For a More Energetic Reform of Higher Education), *Prosvetni pregled*, Beograd, 1970, No. 40.

Dr. Dragiša Ivanovič, President of the University of Belgrade, particuarly mentioned reform, its up-to-now results and difficulties in his speech opening the University's regular Assembly. He pointed out that some key problems have been solved, that conditions have been created for further reform, that this reform is being carried out voluntarily and is receiving wide acceptance by the University community. He stressed that disagreement on some details should not be allowed to retard progress since successful reform can be accomplished only by decisive but democratic action of all forces of the University. During the Assembly the status of Belgrade University was discussed. It was predominantly felt that the University, which is now a voluntary association of schools, should become an obligatory association of schools to give it the force necessary to solve higher educational questions. Further discussion particularly stressed the need to reform existing student participation in scientific work, since the improvement of instruction ad scientific work are basic goals of the reform which have so far not been given satisfactory attention.

49. Osnovan centar za međunarodne studije na Fakultetu političkih nauka (A Center for International Studies has been Founded in the University School of Political Science), *Bilten Univerziteta u Beogradu*, Beograd, 1971, No. 10.

At the School of Political Science Council session of 17 December 1970 it was decided to found a Center for International Studies. Tasks of this Center are to organize lectures and discussion sessions by Yugoslav professors in foreign universities and scientific institutions; to organize lectures and discussions by foreign university professors and outstanding scientists at the School of Political Science; to organize seminars and specialized courses for foreign students and young scientists; to cooperate with the Administration responsible for postgraduate studies in organizing postgraduate studies for foreign students, and to draw up programs and organize all forms of work directly connected with the School departments and the commissions of the School Council.

50. Pravila o stipendiranju studenata univerziteta u Beogradu (Regulations on Providing Financial Assistance to Students of the University of Belgrade), *Glasnik univerziteta u Beogradu*, Beograd, 1971, No. 40, pp. 1043—1046.

To ensure better study results and adequate staffing of teaching and scientific positions of the university and other scientific institutions, the University schools can provide financial assistance to regular and post-graduate students. The University Council sets the number of stipends the individual schools can grant each school year in accordance with staff needs and funds available on the basis of proposals by each school. Stipends are granted on a competitive basis by the school councils following proposals of the class councils and the recommendations of the student governments of each school. According to the regulations, stipends may be given to regular and post graduate students who fulfill the general requirements, who have average grades on examinations for the previous year of at least 8.50 (out of 10) and satisfactory grades on papers and other work, and who are gifted in science or teaching. Rights and obligations of the schools and recipients of stipends are set in writing.

51. Raspodela univerzitetskih stipendija za školsku 1970/71 (The Distribution of University Scholarships for the 1970—1971 School Year), *Bilten Univerziteta u Beogradu*, 1971, No. 10 .

At its session of 28 December 1970 the University Council allotted scholarships to Belgrade University students. In addition to the 246 scholarships allotted earlier, the University Schools received 126 new scholarships which means that a total of 372 students will receive financil assistance this year. Individual scholarships will also be raised by 100 dinars each so that regular students will receive 600 dinars and graduate students will receive 700 dinars beginning 1 November 1970. This will compensate for the discontinuation of the food allowance and the rise in room, board and other costs.

VI. 5. Adult Education

52. BILIĆ, Dragica: Skupština Saveza ustanova za obrazovanje odraslih SAP Vojvodine (The Convention of the Federation of Institutions for Adult Education of the Socialist Autonomous Region of Vojvodina), *Andragogija,* Zagreb, 1970, No. 6, pp. 57—58.

The 5th regular convention of the Federation of Institutions for Adult Education was held 22 and 23 May 1970 at the Night School of Sremska Mitrovica. According to Federation statutes the Convention is open to members of the regional boards, the Supervisory Board and delegates from institutes for adult education which are members of the Federation. In the reports: "Aktuelni problemi obrazovanja odraslih u SAP Vojvodini" (Existing Problems in Adult Education in Vojvodina) and "Neki problemi obrazovanja za odbranu i zaštitu zemlje" (Some Problems of Education in the Defense and Protection of the Country) and in the subsequent discussion most attention was paid to the following question: the program and orientation of night schools; the socio-economic position and status of adult education institutions; norms and rules governing adult education; self-management education; the education of agricultural workers; education for the defense and protection of the country; financial policy for adult education and unsolved financial problems in the elementary education of adolescents; program integration in institutions for adult education; strengthening the staff of the Federation and tasks of a better staffed Federation.

53. ĐILAS, Jagoš and Perović, Slavko: *Razvoj i problemi obrazovanja odraslih u Socijalističkoj autonomnoj pokrajini Kosovo* (The Development and Problems of Adult Education in the Socialist Autonomous Region of Kosovo), Priština 1970.

This book, which was published by the Educational-Cultural Association of Priština, is a significant contribution to the field of adult education, and all those who are concerned with this field may use it as a reference book for analysis and direction in their work. The introductory chapter deals with the period between the 2 World Wars and gives an outline of the development of the school network in Kosovo during that time. Most of the book is devoted to the period following the Second World War since the triumph of the Revolution meant a new era in the development of education in Kosovo. A whole series of problems are lucidly dealt with, beginning with the first literacy courses, the adult literacy and education programs during the 5-year plan, up to the adult vocational education programs and on-the-job traininig. The second part of the book deals with the present state and future tasks of adult literacy and education programs in Kosovo. The causes of illiterarcy are analyzed, an educational structure of the population presented, and the difficulties to

be confronted in solving the various problems are discussed. The author also gives suggestions on how to overcome the difficulties and problems in the field of adult education. The third part should be of great benefit to all those concerned with adult education because it contains a developed methodology for adult education.

54. FILIPOVIĆ, Dragomir: Obrazovanje odraslih u svetlu stavova Rezolucije o razvoju vaspitanja i obrazovanja na samoupravnoj osnovi (Adult Education and the Resolution on the Development of Education on a Self-Management Basis), *Andragogija,* Zagreb, 1970, No. 5, pp. 6—17.

The recent Resolution on the Development of Education on a Self-Management Basis passed by the Federal Assembly is the starting point of long-term reform of educational activity. Education obviously has its significant economic aspect, and for technological progress an enormous inflow of trained personnel is required. For this reason attention must be given to adult education as well as the education of children and abolescents. This attention should not be limited to the elimination of illiteracy, it must be broadened to include the assimilation of modern technology and new knowledge. Although the Resolution does not ensure funds and other needed conditions for adult education it is significant in that it places adult education at the same level as the education of the younger generations. In the Resolution it is written that: "All aspects and forms of the education of youths and adults are equal and unaseparable parts of one educational system". The needs for on-the-job education and greater usage of mass communications media are also stressed. The Resolution also dwells on the need for providing agricultural and other forms of vocational education to those who do not continue regular schooling after completion of elementary school.

55. GALEKOVIĆ, Barbara: Prikaz organizacije rada u Centru za dopisno obrazovanje Zavoda birotehnike u Zagrebu (Work of the Correspondence Course Center of the Business School in Zagreb), *Andragogija,* Zagreb, 1970, No. 6, pp. 26—33.

Following the foundation of the Business School in 1954 the Correspondence Course Center was established within its framework as an independently operating organization having these organizational units: 1. a teachers' department, 2. an editorial board, 3. an administration. The teacher's department consists of subject teachers of accreditet schools. This department organizes the education of students through correspondence courses. Most students in these courses completed elementary school several years prior to enrollment and are taking the courses to brush up on material since for-

gotten so that they may continue schooling. Work for such students is organized in cooperation with the night schools following consultation with the students on the subjects they wish to take. Upon commencing schooling the students are given detailed oral and written material on developing good study habits, what subjects should be given most attention, etc. Teaching material is sent to students 20 or 30 times throughout the school year. Material is taken from regular school curricula and adapted for independent work. Students also receive spelling instruction, a geographic atlas, logarithmic tables and other material. Each student must send in at least 2 control assignments for correction during the year. These are reviewed and corrected either by the Center or by outside help. Although most students pay their own expenses, entreprises sometimes provide financial assistance. The problems of correspondence course schooling are of a different nature. Because of its large enrollment this type of schooling should receive greater attention both from skilled workers and the society as a whole.

56. JOVIČIĆ, Ratko: Doprinos razvoju i unapređenju stručnog školstva (A Contribution to the Development and Advancement of Vocational Education), *Naša stručna škola*, Beograd, 1971, No. 2, p. 3.

In its up-to-now work the Institute for Vocational Education of Serbia, which has just celebrated its 10th anniversary, has dealt primarily with problems related to the development and advancement of vocational education in Serbia. It has achieved significant results in improving the efficiency of the system of education through its modernization and reconstruction. Targets of its activity have been the improvement of teaching programs in the vocational schools and school centers, and the setting of standards for evaluating conditions in existing institutions. The Institute has also given corresponding attention to specialized advanced — training seminars and other forms created to enhance a more efficient and successful qualifying and further training of teachers. The Institute has also been involved in drawing up legislation on secondary education. In its efforts to better assist educational institutions and teachers, the Institute has been placing increasing emphasis on vocational education, instructive and analytical work.

57. Kolokvijum o dopisnom obrazovanju u Poreču (The Colloquium on Correspondence Course Education Held in Poreč), *Andragogija*, Zagreb, 1976, No. 5. pp. 18—19.

As part of the 13th Adult Education Summer School in Poreč, the Adult Education Center of the Association of Night Schools of Croatia organized a colloquium with the theme

"Where We stand in Correspondence Course Education". Discussion on the present state and trends of correspondence course education in Yugoslavia was divided into the following themes: 1. A Review of Models of Correspondence Course Education Organized in Educational Institutions, 2. Contributions to the Didactics of Correspondence Course Education, 3. Contents and Forms, 4. Improving Correspondence Course Education. Participating in the colloquium were 15 employees from the following institutions: the *Higher School of Industrial Education* of Rijeka, the Correspondence Course Center of the Business School of Zagreb, the Correspondence Course Center of Ljubljana, the Association of Night Schools of Zagreb, the Institute for Productivity of Zagreb, etc. The participants decided to form a working group made up of experts from each of the institutions to study correspondence course education. The group will cooperate with the Association in work on 16 short-term and long-term tasks categorized in the following way:1. the establishment of better contact between experts in the field of correspondence course education; 2. the establishment of ties between institutes involved in correspondence course education in Yugsolavia and those in other countries; 3. the initiation of a combined effort by all institutions involved in this field in research and methods work, 4. the compilation of textbooks for independent study, the preparation of reviews and the gathering of literature; 5. publicizing the various forms of correspondence courses available to the public; 6. the training of adult education workers involved with correspondence courses through seminars, lectures, etc.

58. LAJTMAN, Juraj: 15 godina rada Zavoda Birotehnika — Zagreb na obrazovanju i usavršavanju kadrova za potrebe radnih organizacija (15 years of work of the Business School of Zagreb in the Education and Further Training of Personnel for Work Organizations), *Andragogija*, Zagreb, 1970, No. 6, pp. 49—58.

The Business School was founded during a period of intensive development of the economy and social services. The rapid formation of enterprises and institutes outpaced the organization of personnel training. Therefore it was decided to establish a specialized organization for the further training of office workers: The Business School. This school has expanded from this original framework and has also become specialized in management training. The basic activity of the School today is the education and further training of youths and adults through regular shooling, correspondence courses, lectures, seminars, consultation and other forms, for the needs of business, the social services and government. The Business School has been a pioneer in the development of correspondence courses and in the education and further training

of office workers in specialized secondary education institutions. Today there are 40,000 students enrolled in its correspondence courses which lead to secondary school degrees in economics or management. Both courses were accredited in 1966. They are under the direction of the Correspondence Course Center of the business School. The activity of the Center has expanded to include the education and training of salesmen, traders, warehouse keepers, ceramists, skilled workers in the catering trade, etc. The Business School is also involved in the education and training of administrators, typists, stenographers, correspondence secretaries, etc. Their training programs have developed in 3 phases: prior to 1961 the courses were of one-year duration; from 1962 to 1969 the courses were two-year, and from 1969 on the Business School has been accredited by the Republican Secretariate for Education and Culture of Croatia as a four-year secondary vocational school.

59. LETIĆ, Dobrila: Mesto i uloga radničkih i narodnih Univerziteta u sistemu obrazovanja i vaspitanja (The Role of Night Schools in the Educational System), *Andragogija*, Zagreb, 1970, No. 5, pp. 63—75.

Adult education at all levels is legally provided for. Thus night schools are an integral part of the system of education in Yugoslavia although these night schools do not have set standards, reports the author. They are fairly similar in matters of educational activity but they differ in their activity in the areas of culture, publicity, movie production etc. In respect to general education they provide a satisfactory base for further professional training. They meet with greater or lesser success in attracting unskilled and semi-skilled workers, housewives and youths to their departments for elementary education. Besides providing accredited elementary adult education, the night schools have non-accredited departments in which candidates receive preparation for passing grade examinations given through the regular elementary schools. Within their general education programs these night schools offer seminars in instruction for parents, health instruction, home economics and other subjects. Foreign language courses are always attended by a large number of adults, children and youths. Lately these night schools have become increasingly involved in educating children and youths.

60. LETIĆ, Dobrila and Milisav Lazić: Stručno obrazovanje odraslih, savremeno obrazovanje (Contemporary Vocational Training for Adults), *Zavod za unapređenje opšteg i stručnog obrazovanja SAP Vojvodine*, Novi Sad, 1970, No. 3—4, pp. 205—221.

The Law on Secondary Education enacted in 1967 has had direct influence in solving many problems in the system of

vocational training for adults, but in spite of the positive results there remain many unsolved problems in the education of highly skilled workers. The most recent contribution to the strenghtening and improvement of the system of adult vocational training is the Resolution of the 6th Congress of Yugoslav Trade Unions and the Guidelines on the Development and Improvement of the System of Education in Yugoslavia which emphasize the importance of permanent education. In the section on organizational and teaching problems the authors stresse that the coordination of all vocational training staff is necessary for the improvement of the system of vocational training which includes the training of adults. Adult education in Vojvodina is carried out in the following institutions: schools and school centers, institutions for adult education and work organizations. Characteristics of each are presented in the article. In the section on financing of vocational training of adults it is mentioned that the financial sources have not significantly changed in the last 3 years. The major source has been work organizations, especially those of a commercial nature. Community funds earmarked for vocational training are significant but have recently been reduced. Measures for improving this form of education such as changes in its organizational structure and sources of finance are also presented.

61. MOLNAR, Geza: Sistem obrazovanja kadrova za elektronske računare (Education in the Use of Electronic Computers), *Andragogija*, Zagreb. 1970, No. 6, pp. 45—48.

The number of electronic computer in Yugoslavia is steadily increasing which is at once opening up new types of jobs and creating a growing need for the training of personnel. Last year there were 240 electronic computers in Yugoslavia including 81 in Serbia, 59 in Croatia, 78 in Slovenia, 13 in Macedonia, 7 in Bosnia and Herzegovina and 2 in Montenegro. Since the number of computers is rapidly growing, the need for trained personnel is becoming urgent. The firms which deliver these computers are concerned about training personnel for these computers only. Odly some of these training programs are held in Yugoslavia while other firms use their own training centers abroad. Excluding the technical personnel who service the computers four new occupations have developed. Each is discussed separately in the article. Training is carried out through special courses held simultaneously in several centers, and includes both lectures and exercises. Candidates undergo strict testing before being selected for the course. Those taking the course are assigned problems to be done independently and handed in at the end of each week. Grades on these serve as the basis for final grades. Those successfully completing the course receive certificates.

62. PAVLOVIĆ, Milisav: Večerɲji svetli horizonti (Brighter Horizons in the Evening), *Prosvetni pregled*, Beograd, 1971, No. 11, p. 10.

The article describes elementary adult education activity of the night school in Požarevac which was founded in the 1962—1963 school year. Seven hundred people have already received education at this school, more than half of these received complete elementary education and the rest completed requirements for the upper grades. All those enrolled in the first 4 grades receive all teaching, textbooks and other necessary materials free of charge, while those enrolled in the upper grades receive free tuition but must buy their own textbooks. If they wish, student who complete elementary school may continue schooling at the secondary level. The night school now has a secondary level transportation and technical school in which schooling takes 3 years. The school for elementary adult education maintains close cooperation with a large number of enterprises in Požarevac in order to establish the exact number of uneducated so that schooling may later be organized for them. There are presently 104 students enrolled in the school. The school organizes visits for students to the theater and other cultural events in the city.

63. RAKOČEVIĆ, Miloje: Prioritet — kvalitetu nastave (Priority — Quality Teaching), *Prosvetni pregled*, Beograd, 1971, No. 1. p. 8.

When the literacy program began at the begining of the 1968—1969 school year it was expected to phase out at the end of 1973. This was based on the number of illiterates revealed by the census. In Belgrade the number of residents without completed elementary school was found to be about 180,000. It is already clear that such expectations were completely illusory. Data of the Secretariat of Education of Belgrade show that up to now 40,000 people, or only 22% of the calculated number, have been included in the program. If it is kept in mind that the 180,000 figure does not include students over 15 years of age who have still not completed elementary scholl due to grade repetition nor the annual immigration to Belgrade of 20,000 people of whom about 8000 are without completed elementary school it is evident that the influx of illiterates permanently sustains the begining state of the program. The author discloses all that is being done in Belgrade within the scope of the literacy program to obtain success, not only quantitatively but also qualitatively.

64. REĐEPAGIĆ, Sadet: Neki aspekti politike osposobljavanja kadrova u rudarsko-metalurškom kombinatu Zenica (Some Aspects of the Worker Training Policy of the Mining and Metallurgy Combine of Zenica), *Andragogija*, Zagreb, 1970, No. 5, pp. 58—62.

Most workers at the Mining and Metallurgy Combine of Zenica received training at one of the Combine's 3 school for practical training or at the school for highly skilled workers. All those who graduate from these schools recieve work in one of the independent organizations so there is absolutely no question of their not finding employment. All schools including the school for highly skilled workers are financed exclusively by the Combine. Enrollment in these schools is in harmony with planned personnel needs of the Combine in the coming period. Recently, viewing the exceptional significance of personnel with secondary education, the Combine, together with the Municipal Assembly of Zenica, began studies of the possibility of creating a large school center in Zenica consisting of the schools for practical training and all technical schools in the town. To ensure the most highly skilled personnel the Combine prefers to further train its present work force. The financing of this training is carried out in conjunction with all independent organizations of the Combine in accordance with planned labor needs. The introduction of new materials, tools and machines in production and the new types of jobs means close supervision not only of the quality and continuity of training but also of its structure. In this Combine, on-the-job training receives as much attention as production. So, in accordance with annual production plans, decisions are made about the financing of the various forms of education.

65. U Sloveniji: Radnički univerzitet — deo jedinstvenog obrazovnog sistema (In Slovenia: The Night School — an Integral Part of the Educational System), *Naša stručna škola,* Beograd, 1971. No. 3, p. 2.

The Assembly of Slovenia has passed legislation on night schools, educational centers and other organizations which deal principally in adult education. These institutions, grouped under the common heading of "educational organizations", are an integral part of the educational system. Educational organizations may be institutions or internal units of enterprises or other organizations. The night schools specialize in providing citizens with permanent education and social, vocational and general knowledge requirements. They cooperate with enterprises in providing education and training for their needs and they extend assistance in adult education to other educational organizations. The educational centers specialize in providing workers with occupational training and in filling out their previously acquired knowledge. Those educational organizations which have been accredited and which follow an approved curricula may grant certificates acknowledging work successfully completed.

66. VELČIĆ, Vlado: Obrazovanje uz rad u politici usmerenog obrazovanja (On-the Job Training in the Policy of Oriented Education), *Andragogija,* Zagreb, 1970 No. 6 pp. 1—21.

The author discusses some of the basic problems of education, vocational training and specialization in Yugoslavia giving special attention to the policy of on-the-job training of youths and adults after completion of elementary school. Following the enactment of the new Law on Financing Education, on--the-job training became a major topic for discussion and political activity in Croatia and thus the subject of this article. The author discusses the special characteristics of on-the-job training and insists that it be integrated into the general system of education. He also analyzes and compares the meanings of this and similar expressions such as "education of the employed", "advanced study", "vocational specialization" etc. After summing up the development of this form of education in Yugoslavia and pointing out some of its basic phases, he devotes most of the article to several fundamental problems which appear in the sphere of general education, especially in elementary and secondary schools, colleges, higher schools and universities. On-the-job training is organized in conjuction with the following institutions: specialized centers, the University of Zagreb, institutions specializing in this form of education, educational centers of work organizations, night schools, specialized institutions (on on-the-job safety, work productivity, etc.), specialized centers for advanced study, mass communications organizations; social, professional and political organizations, etc. The author also recommends how to modernize this form of education and include it in the general system of education. He concludes that on-the-job training should play a more significant role in the development of socialist society than it has in the past.

VI. 6. EDUCATION OF HANDICAPPED

67. ALIMPIĆ, Dragana: Pravo na obrazovanje (The Right to Have an Education), *Prosvetni pregled,* Beograd, 1971, No. 6, p. 7.

At the beginning of the school year Novi Belgrade received its first elementary school for the handicapped, which is for children retarded in their psychological and physical development. Oligophrenologists and the Council for Education, Culture and Physical Education of the Municipal Assembly of Novi Belgrade started the drive for its founding in 1969. Defectologists gave a detailed analysis of conditions and work up to that time with retarded children which was carried out in special classes for the handicapped in 4 regular Novi Belgrade elementary schools. When the school, which has 210

students, receives its new school building in 1972 instruction will be principally carried out in laboratories with the help of audio-visual aids, and particular attention will be paid to physical therapy and health instruction.

68. DOROŠKI, Njegoslava: Osvrt na osnovno obrazovanje dece ometene u fizičkom i psihičkom razvitku u Vojvodini (A Review of Elementary Education for Mentally and Physically Handicapped Children in Vojvodina), *Pedagoška stvarnost,* Novi Sad, 1971, No. 1, pp. 7—13.

Education of the Handicapped in Yugoslavia is provided in separate elementary and secondary schools, separate classes of regular schools, and educational institutions for mentally and physically handicapped children. These include children with sight and hearning deficiencies, children with brain or body damage, those with special health problems, neglected children and juvenile delinquents. These children are given special instruction and counselling. In Vojvodina education of the handicapped is given particular attention. It is carried out in separate schools and in separate classes of regular schools. Education is adjusted to the type and extent of deficiency. The largest number are mentally retarded children for whom there are 7 separate schools and 66 separate classes. Elementary education for children with hearing deficiencies is provided in the Institute for Deaf Children in Subotica. Children with sight deficiencies are mainly schooled in the Institute for Blind Children in Zemun. The remaining categories of handicapped children receive schooling and treatment in the corresponding health institutions, which have classes for such children.

VI. 7. VOCATIONAL GUIDANCE

69. M.A.: Pomoć darovitim učenicima (Aid for Gifted Students), *Školske novine,* Zagreb, 1971, No. 9.

Every year the Vocational Guidance Center of the Office of Employment of Sisak, in cooperation with the schools, surveys the most talented students in elementary school. The value of this action is shown by the results. In the 1968—1969 school year, when special attention was first given talented students, the schools in the Banija—Sisak area singled out 226 students. It was determined that 108 of these corresponded to the goals of the program and that tey needed assistance in continuing school since their parents were poor. The Office of Employment consulted with economic organizations and institutions. The results were more than satisfactory: 70 students were given monthly assistance of 100 to 400 dinars each, and the others were enrolled without problem in the secondary school of their choice.

70. RODIČ, Rade: Profesionalna orijentacija u gimnaziji (Vocational Guidance in the Gymnasium), *Čovek i zanimanje*, Beograd, 1970, No, 10, p. 19.

The Regional Office of Employment in Novi Sad, the Institute for the Advancement of General Education and Vocational Training of Vojvodina and the Regional Association for Vocational Guidance organized a symposium for gymnasium principals and directors of the school commissions for vocational guidance in Vojvodina. The aim of the symposium, which was held in Novi Sad on 6 November 1970, was to consider possibilities of improving vocational guidance in the gymnasiums. The following topics were discussed: the goals, significance and tasks of vocational guidance in the gymnasium; the proposed work program; methods and means of work in vocational guidance. The symposium was attended by 17 principals and 26 teachers who direct the commissions for vocational guidance in their schools. The participants accepted the proposed program for vocational guidance work in the gymnasiums. This program encompasses all schools in Vojvodina and will commence this year. The program material is of an orientational nature and can be modified to meet the needs of each school. Each school will decide the forms and methods of work. Part of the program will be carried out by teachers, part by outside help and part by employees of the Office of Employment.

71. VRANIČ, Milan: Profesionalna orijentacija u gimnaziji u izmenjenim uslovima novog načina polaganja završnog ispita (Vocational Guidance in the Gymnasium Following the Changes in the Taking of Final Examinations), *Čovek i zanimanje*, Beograd, 1970, No. 10, pp. 15—16.

Basic contents of the new final examination in gymnasium are: a research paper, a written essay in the mother tongue, an oral examination in a foreign language and testing on 3 subject selected by the candidate from a list of designated subjects. These changes essentially alter vocational guidance not only of students in their final year of elementary school but also of students enrolling in the first grade of gymnasium. This system of continual guidance requires an ever greater effort in the vocational guidance of gymnasium students. The author therefore recommends that more specific plans and programs be adopted for vocational guidance. He suggests that the material published in the manual "Profesionalna orijentacija u gimnaziji" (Vocational Guidance in the Gymnasium) be used as a basis in developing a program for providing vocational information to last year gymnasium students and their parents. This program should contain general vocational information and specific contents such as: the significance of choosing a vocation, factors in choosing a

vocation, the role of parents in their child's choice of vocation, surveying the vocational interests of students, etc. Naturally, for success the program must be closely coordinated with the overall school program for the school year.

VII. CURRICULA AND SYLLABI

72. Č. M.: Godišnja skupština Saveza zajednica osnovnih škola (The Annual Assembly of the Federation of Elementary School Associations), *Prosvetni pregled*, Beograd, 1971, No. 4, p. 5.

The order of business of this assembly, which was held 28 January in Belgrade and attended by over 60 representatives of elementary school associations, was centered on 3 points. Most discussion was on the first which was the proposal to revise the elementary school curricula and syllabi. Majority opinion expressed in the open discussion was that the proposed changes would not eliminate the most urgent current problem which is *excessive student work load* but on the contrary would increase the problem. The changes also did not provide for modernization of contents nor innovations such as the introduction of foreign language teaching at the first grade level or the 5-day school week with full-day school and child care services. It was then proposed that 2 class schedules be drawn up: 1 for a 5-day school week and 1 for a 6-day school week. It was also proposed that competition be opened to the public on drawing up curricula and syllabi so that the best educators could be engaged in the work. The 2 other points discussed were the system of further professional teacher training and films as a teaching aid.

73. Istina i zablude. Zašto testiramo udžbenike istorije naše revolucije (Fact and Fiction. Why We Are Examining the Textbook History of Our Revolution), *Mladost*, Beograd, 1971, No. 751.

The editorial board of "Mladost" has decided to examine the accuracy of the school history textbooks in presenting Yugoslav history, especially in the period of the Peoples' Liberation War and the revolution. They have formed a warking group consisting of historians, textbook authors and live participants in historical occurrences. This working group has the assignment topic "We Examine the Textbook History of Our Revolution". The working group will condense commentaries, analyze and discuss their findings as to how well today's secondary school textbooks reflect the development of Yugoslav historiography, and how accurately they describe and evaluate events and personalities on a scientific and Marxist basis. In this way it hopes to reveal what is fact and what is fiction.

74. Nastavni plan i program za škole za babice (The Curriculum and Syllabus for the Schools for Midwives), *Prosvetni glasnik*, Beograd, 1970, No. 10, pp. 1261—1285.

The Educational Council of Serbia has established the curriculum and syllabus for the schools for midwives. The midwife is a health worker who must be professionally qualified to bring about a normal birth and to provide pre- and post-natal care to mother and child. The midwife is prepared for work in gynaecological clinics, hospitals, hospital wards, dispensaries, counselling centers, health centers, etc. The curriculum and syllabus is designed to provide students of midwifery with general knowledge required by all medical professions, and, through elective subjects, theoretical and practical knowledge and training in their chosen profession. Those who have completed elementary school may apply to the schools for midwives. This schooling takes 4 years.

75. Nastavni plan i program za tehničke škole u industriji građevinskog materijala (The Syllabus and Curriculum for the Technical Schools of the Building Construction Materials Industry), *Prosvetni glasnik*, Beograd, 1970, No. 11—12, pp. 1329—1341.

This syllabus and curricula, which was determined by the Educational Council of Serbia, contain features which provide the students in the technical schools for the building construction materials industry with the necessary vocational knowledge for work in this industry as plant technicians or technicians in the testing of raw materials or finished products, as well as the general secondary school requirements. These schools accept students who have completed an 8-year elementary school. Schooling lasts 4 years. Instruction in these schools is received in general educational subjects, vocational subjects and practical training.

76. Racionalnije s domaćim zadaćama — Iskustvo iz Darde (A more Reasonable Hommework Load — The Experience in Darda), *Školske novine*, Zagreb, 1971, No. 1—2.

The 60-member teaching staff of the elementary school in Darda has been effectively and systematically studying the problem of excessive student work loads in certain subjects. If homework is also taken into account, which is often not done, then the students are overburdened. The study revealed that when weekly homework plans were not drawn up during the teachers meetings the students were doing more than 40 homework assignments which took them more than the maximum time allotted for homework. Recently a team of teachers from this school and experts from the Institute for the Advencement of Elementary Education of Osijek presented the results of this two-year study to the directors of the elementary school in Vukovar. They also recommended that

all homework assignments be planned at the theachers meetings, taking into account the abilities of the students and the difficulty and nature of the homework assignments.

VIII. AUDIO-VISUAL AIDS

77. ALAPIĆ, Milivoj: Sve modernija nastava (Ever-More-Modern Teaching), *Školske novine*, Zagreb, 1971, No. 1—2.

"Ivan Rukavina-Sidjo" Elementary School in Sisak has 2 laboratories and classrooms for physics and chemistry. These are also used by the gymnasium. Recently, in cooperation with the gymnasium, a social science room was opened which is equipped with responders and graphometers. In this way teachers and students can make use of the most modern teaching aids. In addition, the school has purchased a large number of radios and televisions for use in everyday teaching.

78. JANKOVIĆ, Milorad: Kinofikacija nastave u osnovnim školama (The Use of Films in Elementary School Teaching), *Prosvetni pregled*, Beograd, 1971, No. 1, p. 2.

Modern teaching aids are receiving ever greater use in the elementary schools of the Commune of Leposavić in Kosovo. In all schools there are radios, televisions, tape recorders, record players and records from all teaching fields. The schools in Leposavić, Lešk and Ibarska Slatina also have 16 mm sound projectors. There are many advantages in teaching with the use of motion pictures: slower students more easily overcome barriers to learning with the help of films; less time is needed in the learning process and the learning retention is much higher. A large obstacle to the further use of films in teaching is the limited supply of films and the great difficulty in obtaining new films. In addition there is no adequate room for showing films and many teachers have not been instructed on how to run the projector.

79. SOVIĆ, I.: Seminar "Primjena filma u nastavi" u Zagrebu (Seminar in Zagreb on Film-Use in Teaching), *Školske novine*, Zagreb, 1971, No. 8, p. 12.

The Institute for the Advancement of Elementary Education in Croatia and "Filmoteka 16" of Zagreb have organized a 3-day seminar titled "Film Use in Teaching" for elementary school class teachers and teachers of Serbo-Croatian, history, physics, biology and chemistry, The following lectures were given: "Film and the Teaching of Serbo-Croatian", "Film and Nature Study Teaching by Class Teachers", "Film-Use in Class Teaching", "Film-Use in Teaching Serbo-Croatian", "Film-Use in Teaching History", "Film-Use in Teaching Phy-

sics", "A Demonstration of the Application of Film in Teaching Physics", "Film-Use in Teaching Biology and Chemistry" and "A Demonstration of the Application of Film in Teaching Biology and Chemistry".

80. VIDAKOVIĆ, Petar: Radiotehnika u osnovnoj školi (Radio Technics in Elementary School), *Školske novine*, Zagreb, 1971, No. 9, p. 4.

The Methods Center for Technical and Productive Training of Rijeka has organized 2 four-day seminars under the heading "Radio Technics in Elementary School" for technical instruction teachers. The seminars covered all basic radio and transistor technical material. All expositions were accompanied by experiments and demonstrations with modern electronics equipment, and the participants had at their disposal a complete electronics laboratory for the duration of the seminars. Members of the Rijeka Radio Club also set up two of the latest type radio transmitters and recievers — one operating on short-wave and the other on ultra short-wave — with which the participants could communicate with ham radio operators in-country and abroad. Seminar participants have requested that still another seminar be held which would be dedicated exclusively to electrical and radio technics.

IX. MOTIVATION

81. ZORIĆ, Bruno: Republičko takmičenje učenika — matematičara (A Republican Mathematics Contest for Students), *Školske novine, Zagreb*, 1971, No. 1—2.

This year the Society of Mathematicians, Physicists and Astronomers of Bosnia and Herzegovina has again organized a republican-wide mathematics contest for secondary school students. The contest will be held at the school, interschool and republican levels. School contests are to be held by 15 January 1971, interschool contests by 10 March and the republican contest is to be held 25 April in Sarajevo. School and interschool contests are to last 3 hours. Students of all 4 grades will be tested on material of earlier grades. Tests will be scored on the basis of a possible 20 points.

XIII. PROBLEMS IN EDUCATION

82. Odluka štetna i antivaspitna (A Damaging and Anti-Educational Decision), *Prosvjetni list*, Sarajevo, 1971, No. 373, p. 1.

This article was motivated by the decision of the managing bodies of the gymnasium in Banja Luka to provide students with a room for smoking. The article was undersigned by the

teaching staff of the secondary schools for nursing, dental assistants and midwiwes of Sarajevo. In the article the teaching staffs present their opinions and question the propriety of the decision since a large number of experts and articles have confirmed that nicotine is detrimental to growth, and a large number of countries are now forming campaigns against smoking by banning cigarette advertisements, by public information programs, etc. If the task of schools is to prepare productive workers, and statistics show that a large number of accidents, material damage and human casualties have resulted from use of cigarettes while on the job, isn't the decision anti-educational? The negative economic and cultural effects of cigaretes are also pointed out. This decision has caused the editors of "Prosvjetni list" to appeal to their readers to send in their opinions on the subject.

83. P. R.: Testovi ne odražavaju pravo stanje (Testing does not Give a True Picture), *Prosvetni pregled*, Beograd, 1971, No. 1, p. 2.

At its last session of 1970, members of the Educational Council of the Belgrade Assembly passed several resolutions based on a very detailed analysis prepared by the Educational Institute of Belgrade on the state and problems in educational institutions, the results of last year's testing of students, and several innovations in the work of the schools. Council members at the session concluded that the educational institutions, despite registering slightly improved results, are still far from satisfactory in that 10% of all students are held back. The cause of this does not lie exclusively with unsatisfactory school facilities; the teaching itself is also to blame — curricula and syllabi are too broad and the textbooks are unsatisfactory. The council members concluded that testing does not give a true picture of the state in Belgrade educational institutions for several reasons: students do not learn in-depth but are prepared superficially to answer test questions with a reliance on verbalization, etc. The council members requested that school staffs consider the purpose of testing. They also requested a detailed study of experiences in introducing the teaching of foreign languages beginning in the first grade of elementary school, and experiences with full-day teaching on a 5-day school week basis from the Educational Institute so that these innovations might later be introduced in the rest of the schools.

84. Petodnevna radna nedelja (The 5-Day School Week), *Prosvjetni rad*, Titograd, 1971, No. 5, pp. 2—3.

In a 2-day symposium organized by the Titograd chapter of the Educational Society of Montenegro in which 11 experts participated, it was stressed that the 5-day school week

should not be introduced in the Montenegro schools on the basis of the results of experiments carried out in other republics in which conditions are entirely different. It was proposed that the scientific research department of the Institute for the Advancement of Education in Montenegro form a team of experts to evaluate the experiment with the 5-day school week being carried out in the "Branko Božović" Elementary School in Titograd. It was requested that this experiment be extended to several other schools of different types and working conditions in Montenegro. It was also recommended that systematic work be undertaken with the full cooperation of the Institute for the Advancement of Education in Montenegro to compose new curricula and textbooks.

85. RAIČEVIĆ, Časlav: Korektivni rad — vid pomoći slabim učenicima (Corrective Work — an Aspect of Assistance to Slower Students), *Prosvjetni rad*, Titograd, 1971, No. 6, p. 3.

Poor marks in elementary and secondary schools, the indifference of teachers to the situation and the belief of the majority of them that failure is the fault of the student alone has led the author to undertake a very broad examination of the question of assistance to slower students. Taking the modern viewpoint that the teaching process consists of 2 subjects — the teacher and the student — and investigating the causes of failure in schools, the author suggests that the causes lie both with the students and the teachers and that it is therefore necessary to organize corrective activity in the schools for both teachers and students. This activity with teachers should be designed to eliminate their teaching mistakes, while activity with students, which should last from the beginning to the end of the school year, should consist in finding those forms of providing assistance to slower students that best correspond to the particular school and class. Mistakes of teachers are generally chrotcomings in their work plan, failure to analyze the class at the beginning of the school year and adapt the material presented to the level of the students' abilities, lack of continuous evaluation, etc. In the first part of the article the author shows ways of eliminating these mistakes. The author devotes the second half of the article to ways of assisting slower students.

86. Roditelj-aktivista škole (Parent-Activists of the School), *Porodica i dijete*, Sarajevo, 1971, No. 1, pp. 14—16.

The vice-principal of an elementary school in Bosnia presents his 8-year experience with class parents' associations in various environments and different working conditions. The Law on Elementary Schools outlines the formation of class and school parents' associations whose function is to

cooperate with the home-room teachers in the development and education of the children in conjunction with the new social role of the school as a self-managed educational institution. The first task set by the parents' association was to insure equal teaching conditions for all students. Other tasks to be handled by the home-room teachers or the association, and their deadlines were also set. The method of informing parents by the "notebook system" proved very helpful. Each child has a pocket notebook authenticated by the home-room teacher in which all school activities are listed. The notebook is shown to the parents who sign to verify that they have received the information, and in that way the parents are kept abreast of the daily studies of their children. The school parents' association is elected at the meeting of the presidents of the class associations This association also collects data on the children, helps the class associations in solving current problems, makes decisions and carries them out in cooperation with the school administration.

87. Uputstva o uvođenju petodnevne radne nedelje u srednjim školama u Hrvatskoj (Instructions on Introducing the 5-Day School Week in the Secondary Schools of Croatia), *Naša stručna škola*, Beograd, 1971, No. 3, p. 4.

According to these instructions issued by the Secretariat for Education, Culture and Physical Education of Croatia, schools which wish to switch to the new schedule must seek permission from the Institute for the Advancemenat of Vocational Education in Croatia. Permission will be granted upon presenation of a satisfactory plan which must contain the following: 1) proof that the switch has not been carried out haphazardly, nor the shortening of the school week accompanied by an increase in daily class load; 2) assurance of teacher staff quality; 3) an indication that curricula and syllabi have been adapted to the revised schedule; 4) evidence that a survey of students, teachers and parents has been carried out; 5) evidence that there exists sufficient space, equipment and other facilities for rational teaching. It is recommended that in the first phase of transition schools remain in operation every second or fourth Saturday. The Institute for the Advancement of Vocational Education in Croatia has set up a commission to verify that these conditions have been fulfilled.

XV. MANAGEMENT AND FINANCING

88. ĐORĐEVIĆ, Milutin: Primer sadržaja rada aktiva direktora osnovnih škola (An Example of the Activity of the Work-Group of Elementary School Principals), *Naša škola,* Sarajevo, 1971, No. 1—2, pp. 120—123.

With the decentralization process in full motion in all phases of social life, the schools are also encountering many difficulties in programming and organizing their self-management and professional bodies: school associations, school councils, teachers' councils, grade councils etc. The richness of the everyday life and work of a school requires an effort for improvement to be made. The school principal, along with the school's administrative bodies, has a significant influence on the success of this effort. The article reports on the activity of the work-group of elementary school principals in Niš which is composed of the principals of 49 elementary schools. The work-group of principals has an annual plan which is drawn up at the beginning of each school year. This plan outlines the following activities: monthly meetings with a precisely established order of business; field trip programs; reciprocal visits of the principals and staffs of the schools in Niš. This year's topics were: 1. The Rationalization of Teaching: Requirements and Possibilities; 2. The Organization of Additional Teaching in Schools; 3. Work Contents and Methods for School Principals; 4. Pertinent Questions about Counselling Services in Elementary and Secondary Schools; 5. A Psychological Description of the Personality of Teachers; 6. Leisure Time of Students; 7. Programmed Teaching. The author states that the activity of this work-group has been very successful and that it has had a very positive influence on the overall work of the schools.

89. SEKULOVIĆ, Vojislav: Nov način utvrđivanja cene osnovnog obrazovanja u Kruševcu (A New Method of Determining the Cost of Elementary Education in Kruševac), *Komuna,* Beograd, 1971, No. 1, pp. 40—43.

The municipality of Kruševac has worked out 3 projects related to elementary education: The 1971—1975 Development Plan for Education, the total and net costs of education, and a method for evaluating work results. Included in the Development Plan are the planned curricula, number of students, new facilities, achievements, teaching standards, etc. From the total costs the funds needed to finance education as outlined in the Development Plan were calculated. The method for evaluating school work results, i.e. educational services, will be used to compare achievements with the amount of funds expended. The method, which was applied

on a one-year trial basis, completely confirmed the need for evaluation of work results in this field. Despite a number of weaknesses involved in its application, the method assisted in bettering the achievements in elementary schools. Establishing the total cost of education will serve to solve a series of complex questions and problems such as: the quality of work, the evaluation of work results, economy and efficiency, etc. The total cost of education has 4 basic elements: salaries, plant and equipment expenditures, depreciation, and miscellaneous income. Estimations are based on actual costs.

90. Sjednica Prosvjetno-kulturnog vijeća (The Session of the Educational-Cultural Council), *Prosvjetni rad*, Titograd, 1971, No. 5, p. 10.

Among items discussed at this session, held on 19 February 1971 in Titograd were the following: the proposed standing orders and the proposed 1971 work program of the Educational-Cultural Council of Montenegro — both of which were approved; the financial situation of educational institutions in Montenegro and development possibilities in 1971; the system of further teacher training; proposed changes in the laws governing higher educational institutions. The Council also heard reports on how well its previous resolutions and suggestions were being acted upon.

91. Statut Republičke zajednice za financiranje osnovnog obrazovanja (The Statute of the Republican Association for Financing Elementary Education), *Narodne novine*, Zagreb, 1971, No. 12, pp. 58—64.

The Assembly of the Republican Association for Financing Education in Croatia has approved the Association's Statute. According to the Statute the activity of the Association consists of the following: 1) to organize, support and finance elementary education and activities related to its improvement; 2) to finance the construction and equipping of physical plant for elementary education; 3) to repay bond issues, ensure funds for covering interest on payables, etc. The administrative bodies of the Association are the Assembly and the Executive Board, while committees and other bodies may be formed to work on individual tasks of the Association, provide advice, draw up rough drafts of acts and engage in numerous other business. Two standing commissions exist: the Commission for Economic and Financial Questions, and the Commission for Investments.

92. TODOROVIĆ, M.: Vrednovanje — za bolje dane (Evaluation — Left for Better Days), *Školske novine*, Zagreb, 1971, No. 13.

Recently in the municipality of Garešnica it was discussed whether to evaluate the year's work in the elementary

schools. The matter was first discussed by the Executive Board of the Association for Financing Elementary Education, and then by the Administrative Board of the Association of Elementary Schools broadened by members of the work group of school principals. Both boards recommended to the Assembly of the Association for Financing Elementary Education that this year there not be an evaluation of work in the elementary schools according to the instruments and regulations for evaluation in Croatia. After lengthy consideration the Assembly decided to leave the evaluation for better days, because funds could not be insured for carrying out the evaluation, and without funds no systematic action could be taken to rectify inferior working conditions uncovered by an evaluation.

93. Zadaci prosvetne inspekcije Beograda (School Inspection Tasks in Belgrade), *Naša stručna škola,* Beograd, 1971, No. 3, p. 4.

The Educational Council of the Belgrade Assembly has concluded that special attention in school inspection should be given to the following areas: 1) fulfillment of obligatory elementary school attendance for children age 7—15; 2) the following of standards on teacher qualifications; 3) the following of required curricula and syllabi and the use of approved textbooks in elementary and seconary schools; 4)the following of regulations on practical training of students in schools for skilled workers; 5) the following of regulations on teacher overtime, the volume and forms of school activities outside the classroom, and the proper use of school space; 6) the control of regulations covering other educational organizations (student hostels, night schools, etc.).

XVI. LEGISLATION

94. MILIVOJČEV, Borivoje: Novi ustavni amandmani i obrazovanje (The New Constitutional Ammendments and Education), *Naša stručna škola,* Beograd, 1971, No. 3, pp. 1—2.

While none of the proposed 19 ammendments deals exclusively with education they will have an indirect effect on it trough their revision of the present Constitution. The author analyzes those sections of the proposed ammendments which he feels will have an influence on education. These include articles 1, 5 and 7 of the 21st ammendment and the 20th ammendment which grants "workers, peoples and nationalities their sovereign rights in the socialist republics and the socialist autonomous regions". Education is one of the sovereign rights of the republics and autonomous regions. Article 5 of the 21st ammendment states that "workers are to satisfy their needs in the fields of education, science, culture, health

protection, and other similar personal and common needs on the basis of a free exchange of work by which workers in organizations of associated work in these fields are ensured the same socio-economic position as have workers in all other organizations of assosiated work" The author analized this and the other mentioned articles in the 21st ammendment in great detail and points out the repercussions they will have in the field of education, especially vocational education.

95. STOJANOVIĆ, Olga: Nostrifikacija svedočanstava stečenih u inostranstvu (Recognition of Schooling Received Abroad), *Prosvetni pregled*, Beograd, 1971, No. 4, p. 3.

The article is about the new Republican Law on Recognition of Schooling Received Abroad which was published in "Službeni glasnik SR Srbije" No. 47/70. The need has long been felt for a law of this type since the number of Yugoslavs receiving education abroad and wishing to continue schooling in Yugoslavia or obtain employment on the basis of foreign diplomas is steadily increasing. The present procedure for receiving recognition is regulated by a federal law passed in 1967 and the Regulations on the Recognition of School Certificates for General Education, Vocational Schools and Professional Tests Received Abroad enacted in 1947. Among items regulated by the new law are the following: the composition of the commission for notarization, the procedure for obtaining recognition of schooling begun abroad, the decision as to which institutes of higher education can recognize diplomas earned in foreign institutes of higher education, the carrying out of recognition and registration of elementary and secondary schooling abroad, etc.

96. Zakon o poklicnem izobraževanju in o urejanju učnih razmerij (The Law on Vocational Education and the Regulation of Student Relations), *Objave*, Ljubljana, 1970, No. 4, pp. 97—102.

This Law, which was enacted by the Assembly of the Socialist Republic of Slovenia, regulates education for those occupations under the scope of the Chamber of Economy of Slovenia or the various republican institutes for social services. According to this Law education is to be carried out in schools established for this purpose by the socio-political community, by enterprises or by other organizations. The curricula is divided into general education and vocational parts. Practical and theoretical education may last up to 8 hours a day but not more than 40 hours a week. The Law also regulates the conditions the vocational schools must fulfill. By law those receiving on-the-job or apprenticeship training have student status. They must close a contract on study with the entreprise or independent artisan if they are

not permanently working or if their school does not provide them practical training. The Law also sets the terms regarding this study contract which must be fulfilled by the enterprise or independent artisan.

97. Zakon za srednoto obrazovanie (The Law on Secondary Education), *Služben vesnik na Socijalistička Republika Makedonija,* Skopje, 1970, No. 24, pp. 401—418.

Secondary education of youths and adults in Macedonia is regulated by this Law which was enacted at the end of 1970. To begin secondary education it is necessary to have completed elementary school or an elementary adult education program. By this Law, schools for secondary education include vocational schools, gymnasiums and arts schools. The gymnasiums are organized either with or without specializations. The curricula and syllabi contain features common to all types of secondary schools as well as professional and specialized contents. Teaching of the common material takes 2 years (the preparatory period), and the teaching of professional or specialized education (the finishing period) is determined by the curriculum and syllabus of each type of school. Students who complete the preparatory period have the right to obtain work in an organization which provides specialization training or they may continue schooling. The Law also regulates other questions related to students, teachers, the founding of schools, student hostels., etc., at the secondary education level.

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